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ABSTRACT

This paper describes a summer institute on poverty offered for graduate degree credit through Western Carolina University. The institute targeted western North Carolina educators by inviting 18 regional school districts to sponsor one participant each. Speaker and seminar topics centered on the nature of poverty, its pervasiveness, its relationship to education, and the local effects of global and national economic issues. Planning issues, including selection of literature and videotaped material on rural poverty are described, and personal observations and a critique of the seminar are also offered in the first part of this paper. A second section examines issues raised during the seminar and describes their implications for schooling. Quotations from seminar presenters are used to describe the following three themes relating to education: (1) the need for educators to make connections with the lives of their students; (2) the "bottom-up" method of reform, or the idea that change should be initiated by the people directly affected by the problem; and (3) the powerful impact teachers have on students' lives. The document concludes with 12 points pertaining to education and educators. The points emphasize the importance of shared decision-making, complete educational funding, an understanding of students' environment, and educational reforms that begin in the classroom. The document also includes an extensive bibliography, a class syllabus, and an agenda for the two-week-long teachers' poverty institute. (TES)

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EDUCATION AND POVERTY IN WESTERN NORTH CAROLINA:

AN INSTITUTIONAL INQUIRY

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INTRODUCTION

In the early spring of 1989, several North Carolina Deans of Education met with Dr. Gordon Chamberlin, Director of the North Carolina Poverty Project, for the purpose of exploring ways in which N.C. campuses could join in the effort to blitz the state with information about the problems of poverty. It was decided that two campuses, Western Carolina University and East Carolina University, would offer summer institutes on poverty. The two campuses structured the institutes in quite different ways, though each offered graduate credit to the participants. This paper will discuss the ways in which the institute at Western Carolina University evolved, the strengths and weaknesses of this first effort, and suggestions for future efforts.

To set the context for this story it is important to know a bit about the North Carolina Poverty Project. This effort is a private, grass-roots organization of volunteers, whose work is carried on through conferences, studies, publications, and people to people contact. It is an effort to address the problems of poverty in an overall, coordinated way and to help the public at large to understand the diverse reasons for, and complex nature of, poverty. Working with diverse agencies such as human services,

libraries, public schools, rural agencies, businesses, the media, and universities, information is disseminated and grass-roots efforts are encouraged. The summer institute on the campus of Western Carolina University was one of those efforts.

EVOLVING PLANS

The institute on the campus of Western Carolina University was co-sponsored by the Office for Continuing Education and Summer School and the School of Education and Psychology. The first step taken in the planning process was to establish an Advisory Board consisting of Gurney Chambers, Dean of the School of Education and Psychology; Bill Clauss, Director of the Office of Rural Education; Lew Cloud, Professor in the Department of Administration, Curriculum, and Instruction; Marsha Crites, from the Center for Improving Mountain Living; Linda Ginn, Institute Coordinator; Wilburn Hayden, Head of the Department of Social Work; Malcolm Laughlin, Associate Director of the Office for Continuing Education and Summer School; Cliff Lovin, Head of the School of Arts and Sciences; and A.G. Rudd, Senior Fellow with the North Carolina Center for the Advancement of Teaching.

During the initial meetings of the Advisory Board it was decided that the institute on WCU's campus would target educators in Western

North Carolina by inviting each of the 18 school districts in the region to sponsor one participant. It was agreed that the participants and seminar leaders would work together to develop a better understanding of the nature of poverty and its pervasive quality; of how global and national issues and economics affect North Carolinians; and of the relationship of poverty and education.

During the first week of March, 1989, each of the superintendents in the region and the Director of the Western Regional Center were contacted by phone. After a brief explanation, each was asked if he/she would be willing to sponsor a participant using in-service monies. Each school district agreed to participate. This phone call was immediately followed with a letter to the superintendents describing the institute in detail. The letter also reiterated information regarding the fees and the graduate status of the institute, and asked that the participants' names and addresses be sent to the institute coordinator.

While waiting for responses from the school districts, I began searching the literature, collecting materials, and identifying possible seminar leaders. A wealth of information and helpful materials was found. The literature seemed to indicate that poverty affected education in diverse ways and so I decided that the institute would approach the

issue in an eclectic manner; seminar participants would read broadly and have the opportunity to interact with a wide variety of resource persons. With that in mind I began collecting literature for a classroom library (see Bibliography) and contacting possible seminar leaders. One of the most positive aspects of this venture was the willingness of seminar leaders to participate in the institute. We opened the institute with Dr. Gordon Chamberlin, Director of the North Carolina Poverty Project, who presented the participants with an overview of his work. Mr. R. C. Smith, coauthor of the report America's Shame, America's Hope: Twelve Million Youth At Risk." closed the institute. This report, funded by the Charles Mott Foundation, was prepared by MDC, Inc. of Chapel Hill, North Carolina, and became the focal point of a national teleconference in the spring of 1989, hosted by Bill Moyer.

In between Dr. Chamberlin and Mr. Smith, the institute participants worked with many informative, inspiring, and articulate seminar leaders. A summary of those sessions follows.

Seminar Sessions

Barry Buxton, the executive director of the Appalachian Consortium in Boone, North Carolina, shared the work and publications of the Consortium, as well as information about what the consortium has to

offer teachers.

Becky Eller, professor at Kentucky State University in Frankfurt, KY, led a seminar session as participants discussed "Teacher Resistance and Educational Change: Toward a Critical Theory of Literacy in Appalachia."

Judy Martin, also from Kentucky, shared the impressive accomplishments of a grass-roots parent educational group called "The Appalachian Communtites for Children." Judy works in a variety of ways with children and adults in Jackson and Clay counties in Kentucky.

Lester Laminack, an Assistant Professor in the Department of Elementary Education and Reading at Western Carolina University discussed the work he does as Director of the "Literacy Is For Everyone Network." He has just completed a handbook for working with small groups of adults who wish to read better in order to help their children.

Joe Moran is the Associate Regional Director of Church World Service programs in North and South Carolina. Using Paulo Freirie's theories as a base, he works with high school social studies teachers as they develop curriculum ideas for high school students as they study the issues of hunger and poverty.

Sandra Oldendorf, Professor in the Psychology Department at WCU, led the participants in a session entitled "How to Make Change Happen."

The history and philosophy of the Highlander Folk School was used as a background for the discussion.

David Peters, as a psychologist with the Developmental Evaluation Center at Western Carolina University, has developed a series of tapes with low-income families in and around Murphy, N.C. These tapes explore the ways in which mountain families view their role as parents, especially in regard to discipline.

Robert Pittman, a professor in the School of Education and Psychology at Western Carolina University, has spent several years studying dropout prevention techniques in Western North Carolina. He shared the data he has collected. Jay Smink, the executive director of the National Dropout Prevention Center located at Clemson University, also discussed the why's of the national dropout problem and what is being done about it in many areas throughout the United States.

Curtis Wood and Tyler Blethen guided a tour and presented a lecture and slide tape presentation at the Mountain Heritage Center located on the campus of Western Carolina University. There are several resources located at this center from which teachers can draw to help educate students about their Appalachian heritage.

The Kenan Family Literacy Project at Walnut School in Madison

County is one of four sites in North Carolina selected as a pilot program. The teachers, the director, and some of the students came to the institute to share the work they had done during the pilot year.

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During this period of "getting ready," of finding appropriate literature and seminar leaders, it was also important to develop a syllabus which would adequately address the graduate school requirements (See Appendix). The syllabus included required readings, objectives, and a topical outline. Though the participants read and discussed a great deal of literature, there were three selections which we seemed to use as references more often than any others. Interestingly, all three were rooted in North Carolina. They were: Profiles in Poverty: State Policy and the Poor. North Carolina Insight, edited by Jack Betts, 1989; North Carolina Today: A State of Emergency; A State of Grace; A State of Anticipation, written by Jonathan Sher for the N.C. Association of Educators; and "A Poor Harvest: N.C.'s Rural Schools," a reprint of a series of articles appearing in the Raleigh News and Observer which was written by Bill Graves, March 26-28, 1989.

As I was collecting literature I found, or made, several video tapes from a variety of sources. Dr. Gordon McKinney, professor of history,

taped a lecture on the history of poverty in Appalachia. Dr. Jonathan Sher, currently Director of School-Based Programs for the Small Business and Technology Development Center of the University of North Carolina at Chapel Hill, presented a lecture to the East Carolina Poverty Institute which we taped for our institute. He discussed the nature of poverty in North Carolina as well as the work he does with school-based business enterprises for high school students. Other tapes included "Hard Times: The Schools," an Appleshop product; America's Shame, America's Hope, with Bill Moyer; and "You Gotta Move" made for the occasion of the Highlander Center's 50th birthday celebration; and "Poverty Is the Face of Women." In addition, Sandra Oldendorf and I traveled to the home of Myles Horton, founder of the Highlander Folk School and Research Center for the purpose of taping a conversation with Sandra and Myles. This was truly a special day on many different levels. It is my understanding that this conversation was the last tape made with Myles before his illness.

The topical outline, as described in the syllabus, reflects the eclectic approach of the institute. We wanted to go away from the institute with at least a basic acquaintance of poverty on global, national, regional, and local levels. Further, we wanted to explore the current demographics of poverty as well as the feminization of poverty, which

included the social structures which have contributed to the large numbers in this new poverty class. As we began to get a sense of the historical and current status of poverty, we turned our attention to the ways in which children from poverty might experience difficulty in school. Conversely, we spent considerable time discussing the school structures and curriculum strategies which have negative impact on children of poverty.

This, then, is a brief description of the planning stages and intent of the institute. A further word needs to be said about the supportive role played out by the Office of Summer School and Continuing Education and the School of Education and Psychology. Other than the planning support, there were many instances of financial and resource support which payed for extras. When I needed to travel to East Carolina, for example, to make a tape with Jonathan Sher, these two departments financed the trip. Commitment to this project came from several sources, therefore.

Once seminar leaders and materials were secured, I attempted to balance class times, seminar times, and fun times in the daily schedule. The first and last block of time for each day was reserved tor the teacher participants to discuss topics, reflect on readings, and share the information gathered from their local districts (see syllabus). Activities

and time slots were built in with the hope that bonding would take place fairly rapidly. Eating meals together and evening walks on the jogging trail seemed to effectively aid in the forming of friendships, as did dorm living. The institute was an intense two weeks!

WHAT I LIKED

There were several aspects of the institute which meant a great deal to me. First and foremost, however, was the interaction with the seminar leaders. In each and every case, the quality of the information shared was outstanding. I learned a great deal, but more to point, it was just plain exciting to meet so many interesting people. It was a rich two weeks of my life.

Second, I learned a great deal about how to put a summer institute together--what to do and what not to do. Third, I especially enjoyed the way in which one of the teacher participants had pulled together a document which reflected the history, demographics, and can-do spirit of her county. She planned to use this information as a focal point for engaging her high school students in an exploration of their community. And fourth, I enjoyed the way in which the teacher participants began to add their own voices to the institute by contributing stories from their own experiences, from their communities and, in one case, arranging for a

resource person from his home community to lead a seminar discussion.

WHAT I DIDN'T LIKE

I was disappointed in the lack of participation on the part of the university community. There was an open invitation to the institute sessions which were led by guests. Those sessions were very well done and said important things. I felt unhappy that so few people took advantage of them. The institute had high visibility in the press and around campus. (See Appendix)

WHAT I WOULD DO DIFFERENTLY

The most difficult aspect of the entire process was the identification of the teacher participants. As often happens in the bureaucratic mazes of school districts, my letters did not get to the correct person, or were lost. After much effort on the phone and many letters to superintendents and staff development persons, I traveled to each central office in the region which had not submitted a name and met personally with the superintendent. After much effort, only nine of the eighteen school districts submitted names. If I were to do this again, I would advertise the institute through teachers' networks early on, as well as through the superintendents.

Another stumbling block, in my opinion, was the title "Reciprocal

Impact of Poverty and Education: Teachers' Institute on Poverty." It was too cumbersome and cold. Poverty, in and of itself, is a depressive word, and wouldn't, I think, attract a great many teachers during their summer vacation. The subject needs to be addressed by all of us, of course, so perhaps another way of approaching the subject would be to design a class around the ethical issues of class, gender, and race and how those issues impact on education and how poverty is woven into the threads of the three, and how school structures perpetuate them.

HOW OTHERS VIEWED THE INSTITUTE

The opportunity to get to know others in the region seemed important to some: "The total program of speakers, videos, books, etc. combined with the rather intensive personal contact resulting from living in close proximity with others made a rich experience."

The variety of experiences seemed to be appreciated, also. "The wide variety of approaches to the problem of poverty and the multitude of personal and printed resources was excellent."

One person suggested that we include more local non-professional people in the format. This suggestion seems right on target. We need to hear authentic voices.

PART II

IMPLICATIONS FOR SCHOOLING

> **"Teachers who love their calling, who are passionate about the methods and content they allow through the doorway, don't keep an eye on a behavioral checklist. They don't care if closure is in and story starters are out, if anticipatory sets are in and messing about in science is out. Ignoring trends, with love and commitment, they doggedly pursue connection and meaning." (A paraphrased quote by Ohanian, original source unknown.)**

The three major themes relating to education, which wove themselves through the literature and through the presentations, are best expressed through the voices of the writers and presenters. One of the most important themes to emerge was the need for educators to make connections with the lives of students. George Denemark in the October, 1982 issue of Educational Leadership said it this way:

> **To those who hold that teachers only partially can exercise their rights as citizens because of their obligation to be objective - to be neutral - we should point out the possibility and indeed the undesirability of such a requirement. Do we really want the teachers of our children to be persons who "don't care" about the fundamental issues of the day? What we want instead is an active, vigorous involvement of the educator in the civic affairs of the community. America cannot long afford to have its teachers consider themselves second-class citizens (Denemark, 1982).**

Dr. Lorraine Monroe of Bank Street College of Education says that we must change how we teach children. "We must step into their culture" (Video Tape, America's Shame, America's Hope). She further says that we

must link the curriculum to the world that is important to the student.

As Jonathan Sher works with high school students he keeps in mind his belief that educators need to help students come to terms with their own culture - the good and the bad (Video Tape, Spring, 1989).

Maxine Greene, when talking with a group of teachers at the North Carolina Center for the Advancement of Teaching in North Carolina, said, "Students must feel a part of the prevailing culture before they care who the president is, or the vice president, or the mayor of the town; they must feel a part of a reading/writing culture before they care about reading and writing" (NCCAT, 1989).

Joe Moran wants to get kids involved in "doing something about it" by engaging them in studies about their own culture and communities (Poverty Institute, 1989).

Becky Eller, when making her presentation at the institute said, "Educators must ask, 'Who's world are we socializing them into'" (Poverty Institute, 1989).

And, of course, the premise of Eliot Wiggonton's work is based on exploring the local culture. "The public schools in this country should be at the forefront of the battle to create a more sensitive, responsive, and responsible society" (Wiggonton, 1985).

Theme # 2

A second, equally important theme which emerged during the institute centered around the "bottom-up" theory of making change happen. Myles Horton does not waver from his original position that the best way to make change happen is for the people directly affected by the problem or inequity to initiate the change. Certainly, the message seems even more powerful in the wake of the considerable changes occurring in Eastern Europe. "The poor are the best people to deal with poverty," Horton said, as he talked with us about the John's Island Citizenship Schools.

Jay Smink lists school-based management as one of the criteria for successful change (Poverty Institute, 1989).

Henry Giroux states that teachers must actively participate in decision making and problem solving (Giroux, Teachers as Intellectuals, 1988).

The women who had effectively worked for change in their mountain communities as depicted in the the tape "You Gotta Move," said, "Don't depend on the state to tell you its dangerous, take the responsibility to find out yourself." These women described themselves as people working to "control their lives without exploiting or being exploited" (Video Tape,

Highlander Birthday Celebration).

Jonathan Sher believes that educators should work from the bottom up and involve students in the democratic process (Sher, Video Tape, Spring, 1989).

Lorraine Monroe stated that programs must be "site specific" (Video Tape, America's Shame, America's Hope).

Maxine Greene expresses this notion of change theory when she said "Strangers don't change the world, they drop in and they drop out" (NCCAT, Spring, 1989).

And I was struck by a quote from "The Trout" exhibition at the Mountain Heritage Center at Western Carolina University which said, "It was easier to change species of fish than it was to change people's behavior."

Clearly, the message coming from all of the resources of the institute was this - Change is real and lasting only when initiated, sustained, and carried to the finish line by the people most directly affected by the inequities in their culture.

Theme # 3

The powerful impact teachers have on students' lives is the third theme which was emphasized over and over again during the institute.

Gurney Chambers, Dean of Education at Western Carolina University shared his thoughts about the importance of the teaching profession.

> **Special teachers are adept at perceiving the 'hidden curriculum.' In every classroom, in every school system, there are at least two curricula. There's the formal curriculum, or the paper curriculum--the reading, the writing, the math, the physical education, the health--things that you get paid to teach. There's another equally important curriculum--for lack of a better term, the 'hidden curriculum' that consists of all those invisible forces affecting the way the child deals with the reading, writing and arithmetic. And sometimes that's more powerful than the formal curriculum. The special teachers can read that classroom more effectively than the mediocre teachers. They can get it from the expression on the children's faces. They're not perfect, but they have that sensitivity, that perceptiveness, which is closely related to the empathy that I talked about earlier (Chambers in a speech made to the Association of Rural Education).**

Myles Horton talks about teachers as learners.

> **There is something creative about teaching. When we stop learning, helping others to learn is impossible. We might be able to pass on facts and pre-digested ideas but could hardly stimulate learning. What I teach must be a part of me if its is to become a part of another human being. What I am and what I believe in and am searching for means more than anything I might say as a teacher" (Myles Horton, 1931, personal notes)**

Bernice Robinson, in an interview with Sandra Oldendorf, supports Horton's notion of the teacher as learner. She said, "I am not a teacher. We are here to learn together." (Robinson, 1986)

A "born again student" is one who has found an adult who cares about him/her as a person on a continuous basis, declared Lorraine Monroe. She further said, "We need people who are the products of the best teacher

education programs (Video Tape, "America's Shame, America's Hope").

And Henry Giroux believes that teachers must have time to reflect critically, conduct collaborative research, engage in dialogue with their students, and learn about the communities in which their schools are located (Giroux, Teachers as Intellectuals: Toward a Pedagogy of Learning, 1988).

CONCLUSIONS

It is not the purpose of this paper to discuss all of the information gleaned from the institute. The three emerging themes, however, give us a taste of the thoughts and ideas important to educators. Further, these three themes set the stage for my own "Twelve-Point Treatise." These twelve points represent a summary of information from all of the readings, resources, presenters, and discussions of the institute which pertained to education and to educators. I will conclude this paper with those twelve points.

1. that small means better- small classes, small schools.

2. that control and decision-making must be shared

3. that teachers must be empowered, given the time for reflection and to engage in professional and scholarly pursuits.

4. that ability grouping and tracking have negative impact and further the stigma of being poor. More to the point, we know

5. that teaching a mixture of abilities has positive results as documented over and over by research, most recently in an article by John M. Peterson which appeared in the March, 1989 Educational Leadership and is entitled "Remediation is No Remedy."

6. that schools interpret success in very narrow ways; educators as well as the public would do well to look at Howard Gardner's work, as well as others, who are interpreting human intelligence in a variety of ways; in other words, there are ways of learning other than through the printed word, we need to legitmize those ways.

7. that it is imperative we understand, accept, and appreciate the culture from which the child comes and then to use the child's culture as a bridge to education. Becky Eller, from the University of Kentucky, says that "by making curriculum neutral, we are not linking it to anything important in the child's world." David Tyack, in The One Best System says, "The culture of the school poorly fits the culture of certain subgroups in the population." (1974) Building those cultural links is being successfully done by many teachers. The Foxfire experience is but one example. We in Western North Carolina have unique opportunities to build those bridges. To carry this thought a step further, Dr. Lorraine Monroe of Bank Street College says that programs that work are site-specific; designed by the people who have the need.

8. that non-promotion in early years leads to non-promotion and drop-outs in later years.

9. that every student, teacher, and administrator need to know that one person believes in, supports, and nurtures him/her.

10. that whatever we believe about students will be reflected in the students' learning; we need to confront our attitudes and beliefs about those who are living in poverty.

11. that students must be dealt with as individuals.

12. that complete funding is needed for those things that have a record of success such as head start and community college-based adult education programs. FACTS: Head Start programs reach only 24 percent of the three and fouryear olds living in poverty in North Carolina. More than 100,000 North Carolinians attend adult literacy training programs offered by North Carolina's community colleges, but as many as 1.7 million people are regarded as illiterate in our state (North Carolina Insight 11.2-3: April 1989).

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"Beyond the Myths. The Families Helped by the AFDC Program." Center on Social Welfare Policy and Law. Published in Cooperation with: The Health and Welfare Working Group of the National Council of Churches.

"Welfare: "Who Should Be Entitled to Public Help? Welfare: Who Should Receive Benefits?" New Readers Press, Laubach Literacy International Domestic Policy Association, 1985.

Education in Appalachia Proceedings from the 1987 Conference on Appalachia. A Publication of The Appalachian Center, The University of Kentucky, 1987.

Appalachia/America (2nd Appalachian Studies Conference), 1980. (WCU F106.A6)

Appalachian Experience (6th Appalachian Studies Conference), 1983. (WCU F106.A622)

Many Faces of Appalachia (7th Appalachian Studies Conference), 1984 (WCU F 106.A6)

Welfare Reform in the States: The Stage is Set for Crucial Choices CDF Reports (The Monthly Newsletter of the Children's Defense Fund) April, 1989.

SYLLABUS

EDPY 693**MTWTF**RAMSEY HOSPITALITY ROOM**8:30 a.m. to 4:30 p.m.

INSTRUCTOR

Linda W. Ginn
Killian 250
(704) 227-7415

REQUIRED READINGS

Betts, Jack,ed. Profiles in Poverty: State Policy and the Poor" North Carolina Insight. Volume 11, Nos. 2-3, April, 1989.

Calhoun, Dr. Craig. North Carolina Today: Contrasting Conditions and Common Concerns. Prepared by Rural Education and Development, Inc. for the North Carolina Association of Educators.

Dash, Leon. When Children Want Children: the Urban Crisis of Teenage Childbearing. New York: William Morrow and Company, Inc., 1989.

Graves, Bill. A Poor Harvest: N.C.'s Rural Schools A Reprint of a series of articles appearing in the Raleigh News and Observer, March 26-28, 1989.

Sher, Jonathan P. North Carolina Today: A State of Emergency: A State of Grace: A State of Anticipation. Prepared by Rural Education and Development, Inc. for the North Carolina Association of Educators.

Smith, R.C. and Carol A. Lincoln. America's Shame, America's Hope: Twelve Million Youth at Risk. MDC: Prepared for the Charles Stewart Mott Foundation, 1988.

Publications from the North Carolina Poverty Project which include:

Poverty and Civic Responsibility
19 Reasons for Being in Poverty
Rumors and Facts About Poverty
Superintendents Discuss Impacts of Poverty on Public Schools
Examining Poverty: A Review of Studies of Poverty and Poverty Programs
Helping Students Study Poverty
I Have Walked; Stories and Poems
Finding Out About the Other North Carolina: A Source Book

In addition, each student will be assigned one reading from the reading list located at the end of this syllabus.

OBJECTIVES

The learner will:

1. study the current literature on poverty from global, national, regional, state, and local perspectives.

2. begin to learn to "step into other cultures"; to appreciate the world in which the child exists; and to develop a sensitivity to the uniqueness of individuals with different abilities, experiences, and cultural backgrounds.

3. identify the myths and stereotypes which exist about those living in poverty; turn those myths around, and rewrite them in new ways.

4. identify school structures; organizational patterns, curriculum patterns, and educational practices which have negative impact on children from poverty, minorities and those who are at risk.

5. identify characteristics of at-risk children and discuss how those characteristics would serve as a basis for educational planning.

6. update knowledge base on the topics of illiteracy, dropouts, cultural differences, programs for parents, and programs for women who are at risk economically.

7. study successful grass-roots efforts such as "Highlander" and begin to determine ways to make change occur at a local level.

8. become re-acquainted with the Appalachian Heritage and the uniqueness of Western North Carolina.

REQUIREMENTS

1. To be completed prior to the July 17-28 Institute.

A. Required Readings

B. Research poverty within students' own county. What are the statistics? How does their county address the problem? What are the pertinent agencies and resources within the county? Include any personal stories that you discover.

2. To be completed before the final grade is reported.

A. The participants will design a resource report which can be used by Western North Carolina teachers of varying disciplines and ages. This report will include Appalachian literature and how it can be used in the classroom to develop an appreciation of cultures; ideas for educating students about poverty; ideas for community activities; and resources which can be used in the community and the schools.

B. The participants will write a cumulative position paper which will identify those school strategies which have negative impact on students from poverty and which will discuss the changes which must take place before significant improvement can be expected.

C. Grades will be based on quality of participation during the two weeks on campus as well as contributions to the final product. Reading and thoughtful expression (oral and/or written) are the primary requirements.

3. Follow-up activities.

A. Students will conduct in-service sessions within their local school districts during which they will share information, insights, and reports from the summer institute.

B. Students will gather back on the WCU campus for a weekend in the Fall to complete final reports.

C. Students will join students from the other two institutes at a seminar at a later date to be sponsored by the North Carolina Center for the Advancement of Teaching.

TOPICAL OUTLINE

1. The Many Definitions of Poverty.
2. The History of Poverty in Appalachia: How Outside Influences Impacted on Those Who Were Poor.
3. Learning to Appreciate the World in which the Child Exists.
4. Making Change Happen at a Grass-Roots Level.
5. At Risk Students.
6. The Face of Poverty is Woman.
7. Programs which Involve and Educate Pre-School Parents.
8. A Fresh Look at the Region in which We Live.

9. Looking at the Statistics.

10. The Economics of Poverty.

11. Children and Poverty.

12. Recommendations for Educational Change

READING LIST FOR REQUIRED READING

Adams, Frank. Unearthing Seeds of Fire: The Idea of Highlander. Blair, 1988

Arnow, Harriette. The Dollmaker. New York: Macmillan, 1954.

Campbell, Southern Highlander and His Homeland. Lexington: The University Press of Kentucky, 1969.

Caudill, Harry. Night Comes to the Cumberlands: Biography of a Depressed Area. Boston: Little, Brown, 1963.

Colby, Ira C. Social Welfare Policy: Perspective, Patterns and Insights. 1989.

Critchelow, Donald and Ellis Hauley. Poverty and Public Policy in Modern America.

Dykeman, Wilma. The Tall Woman. New York: Holt, Rinehart & Winston, 1962.

Gardner, Howard. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, Inc., 1985.

Gazaway, Rena. The Longest Mile. Garden City, NY: Doubleday, 1969.

Katz, Michael B. Reconstructing American Education. Cambridge: Harvard University Press, 1987.

Kephart,Horace. Our Southern Highlanders. Knoxville: University of Tennessee Press, 1976.

Levine, Robert. The Poor Ye Need Not Have With You: Lessons from the War on Poverty. Cambridge, Mass: MIT Press, 1970.

Loof, David H. Appalachia's Children, The Challenge of Mental Health. Lexington: The University Press of Kentucky, 1971.

Puckett. Foxfire Reconsidered. Illinois: University of Illinois Press, 1989.

Rose, Stephen J. The American Profile Poster. Education Department, Pantheon

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Scott, Hilda. Working Your Way to the Bottom: The Feminization of Poverty. Boston: Pandora Press, 1984.

Still, James. River of Earth. Lexington: The University Press of Kentucky, 1978.

Stuart, Jesse. The Thread That Runs So True. Scribner.

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Weller, Jakc E. Yesterday's People: Life in Contemporary Appalachia. Lexington: The University Press of Kentucky, 1965.

Wiggonton, Eliot. Sometimes a Shining Moment. Garden City, NY: Anchor Books, Doubleday, 1986.

From the Appalachian Consortium Press, University Hall, Appalachian State University, Boone, NC 38608.

Appalachia/America (2nd conference)
Appalachian Experience (6th conference
Cherokee Perspective
Contemporary Appalachia (9th conference)
Critical Essays (5th conference)
Emerging Patterns of the Southern Highlands Volumes 1, 2, and 3.
The Future of Appalachia
Many Faces of Appalachia (7th Conference)
The Mountains Have Come Closer
Only When They're Little
Portrait of Appalachia
Scrapbook (for elementary teachers)
Southern Appalachian Reader (for High School Teachers)

* These books will be supplied either through mail or will be made available at the Institutue.

RECIPROCAL IMPACT OF POVERTY AND EDUCATION: TEACHERS' INSTITUTE ON POVERTY

JULY 17-JULY 28
8:30-4:30

Hospitality Room
Ramsey Center
Western Carolina University
Cullowhee, NC

"Poverty cannot be understood or measured by bare backs and empty bellies; it invades and finally conquers the whole core of existence and being, it benumbs the hand, it fetters the mind, it chills the heart, it corrodes the spirit and makes hope a dweller in dark and forbidding places. It must be measured by all things which make human beings human, decent, noble and sublime--as integral parts of the human race and the Family of Man."

-Howard Kester

INSTITUTE ON POVERTY

The Teachers' Institute on Poverty is a pilot educational effort which grew out of The North Carolina Poverty Project. The Poverty Project is a private, grass-roots effort of volunteers, and is carried on through conferences, studies and publications. It is an effort to address the problems of poverty in an overall, coordinated way and to help the public at large to understand the diverse reasons and complex nature of poverty.

Co-sponsored by the Office for Continuing Education and Summer School and the School of Education and Psychology, the Institute on the campus of Western Carolina University is one of two being offered this summer in North Carolina. The participants and seminar leaders will work together to develop a better understanding of the nature of poverty and its pervasive and ever-growing quality; of how global and national issues and economics affect North Carolinians; and of the relationship of poverty to education.

Institute participants will develop a publication about poverty in Western North Carolina which will be distributed to school systems and other interested agencies. In addition, the final publication will appear in a shortened version to be published by Western North Carolina Tomorrow. The results of the Institute will also be used by Community Colleges and other agencies which wish to initiate similar programs.

MONDAY, JULY 17

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

DR. GORDON CHAMBERLIN
10:30-12:00

LUNCH
1:00-1:30

"ABILITY GROUPING, TRACKING, FUNDING, SPECIAL PROGRAMS AND OTHER SUCH LABELING DEVICES"
(SEMINAR LED BY LINDA GINN)
1:30-3:00

BREAK
3:00-3:15

CLOSING SESSION
3:15-4:30

The members of the Advisory Board of the Teachers' Institute on Poverty are invited to coffee during the 10:00 a.m. break and to remain for the 10:30 a.m. session when they will be introduced. Dr. A.G. Rud, a member of the Board, will make a few remarks about the follow-up seminar to be sponsored by The North Carolina Center For The Advancement of Teaching in 1990. Following Dr. Rud's remarks, Dr. Chamberlin will share information about the North Carolina Poverty Project as well as insights about the nature of poverty.

TUESDAY, JULY 18

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

DR. GORDON MCKINNEY
(VIDEO TAPE)
10:30-12:00

LUNCH
12:00-1:30

Dr. JONATHAN SHER
(VIDEO TAPE)
1:30-3:00

BREAK
3:00-3:15

CLOSING SESSION
3:15-4:30

Dr. Gordon McKinney has recorded a lecture on the history of poverty in Appalachia which we will view and discuss. He confirms Dr. Chamberlin's views on the differences of being poor and living in poverty and relates the two concepts to the evolving economy and outside influences which affected the Appalachian region.

Dr. Jonathan Sher is the author of the report North Carolina Today: A State of Emergency, A State of Grace and a State of Anticipation which was prepared by The Rural Education and Development, Inc. for the North Carolina Association of Educators.

"No citizen of North Carolina is an innocent bystander in the creation of our state's future." Jonathan Sher

WEDNESDAY, JULY 19

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

DR. BARRY BUXTON
10:30-12:00

HIGHLANDS TRIP
12:00

An emphasis of this Institute is that of renewing our acquaintance with our Appalachian Heritage. Dr. Buxton will begin this effort by talking with us about the services offered by the Appaclachian Consortium in Boone N.C. Many of the books and reports which are being used during this conference are published by the Consortium.

We will begin our tour of the Highlands Biological Station and Museum with a picnic on the lake after which there will be a guided tour of the gardens and nature trails arranged by Dr. Richard Bruce, director, and professor of Biology at Western Carolina University. After the tour through the gardens, participants may choose to hike up Sunset Rock or do the tourist bit through the shops in downtown Highlands. We will then begin the trek down the mountain toward Franklin, stopping at Cliffside Lake for supper.

THURSDAY, JULY 20

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

THE KENAN/SREB FAMILY LITERACY PROJECT: MADISON COUNTY, NORTH CAROLINA
10:30-12:00

LUNCH
12:00-1:30

A WORLD VIEW OF PARENTS IN POVERTY
JANE MINOR AND DAVE PETERS
1:30-4:00

CLOSING SESSION
4:00-4:30

The Kenan Family Literacy Project at Walnut School in Madison County is one of four sites in North Carolina selected as a pilot program this past year. The program is administered through a collaborative effort of Madison County Schools and Asheville Buncombe Technical College. Dr. William Sears, newly appointed superintendent of Madison County Schools, has provided the leadership for this unique program.

Dave Peters and Jane Minor have developed a series of video tapes which they use to develop an awareness of other cultures, a must in understanding and appreciating all students.

FRIDAY, JULY 21

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

MS. JUDY MARTIN
10:30-12:00

LUNCH
12:00-1:30

"HARD TIMES: THE SCHOOLS"
(VIDEO TAPE)
1:30-4:00

JOURNAL WRITING
4:00-4:30

"We can live death most of the time instead of just some of the time. We can deny ourselves and our children pleasure. When we force books on them preceded by the statement: "The time for fun is over; it is time for reading," we become the undertakers of literature. When we teach books without sharing life, we teach our children to touch cold dead bodies. When we just pass out ditto sheets, when we just ask questions about the setting or characters without making those things real, we do our children a disservice. We have got to be a little more careful; we, the caretakers of an aspect of our cultural heritage, will pass along dry bones and musty dust if we do not do our research, if we do not find better opportunities to share literature and pleasure with mountain children."

Judy Martin

MONDAY, JULY 24

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

BECKY ELLER
10:30-12:00

LUNCH
12:00-1:30

ROBBIE PITTMAN
1:30-2:15

LESTER LAMINACK
2:15-3:00

CLOSING SESSION
3:00-4:30

Becky will orient her seminar discussion around the concept of "voice," whose voice gets legitimated in schools, and why. She will discuss the interrelatedness of class, ethnicity, and gender, particularly as these factors affect students and teachers in Appalachia, and will emphasize the need to look beyond pedagogy and examine the larger role of schooling in society. She will describe several classrooms in Eastern Kentucky where teachers are attempting to respond to the social and economic needs of their students through their teaching practices.

Robbie plans to discuss his research on drop-out factors and prevention. One of Robbie's beliefs is that the most effective intervention strategy is one of establishing a sense of community or belonging within the school.

Lester works extensively with literacy movements in Western North Carolina and will share that work with the participants; why there is a literacy problem and what is being done about it.

TUESDAY, JULY 25

OPENING SESSION
8:00-10:00

BREAK
10:00-10:30

DR. JAY SMINK
10:30-12:00

LUNCH
12:00-1:30

THE PARK
1:00

Many of the participants of this Institute serve as Drop Out Prevention Officers for their school systems. Dr. Jay Smink's willingness to participate in our Institute is especially significant to drop-out prevention officials, but also to all of us as we try to determine the role poverty plays in the national drop-out problem. Dr. Smink is the Director of the National Drop Out Prevention Center which is located at Clemson University. The Center wears many hats, one of which is to keep abreast of successful drop out programs

The trip to the Smoky Mountain Park will begin at the Farmstead with a tour and brief lecture on a unique educational program the rangers offer. This will be followed by a hike and picnic in the Park.

WEDNESDAY, JULY 26

OPENING SESSION
8:30-10:30

BREAK
10:00-10:30

JOE MORAN
10:30-12:00

LUNCH
12:00-1:30

THE HIGHLANDER EXPERIENCE
1:30-3:00

CLOSING SESSION
4:00-4:30

Based on ten years working in poor communities in Honduras and Guatemala, Joe Moran's session focuses on processes in which teachers become facilitator of education as a self-managed enterprise; using critical thinking skills and low-cost materials. The session will be participatory.

Sandra Oldendorf interviewed Myles Horton, founder of The Highlander School, and other Highlander staff members as she was preparing her dissertation. She will share some of the history of the school and discuss the methods used by Myles and other Highlander personnel to effect change. The participants are encouraged to read Unearthing Seeds of Fire and No Ordinary School which tell the story of Highlander. We will be watching "You Got To Move," a video tape produced by Lucy Massie Pherrix about people confronting and changing reality, as well as a video tape recently made in the home of Myles Horton as he talked with Sandra about poverty.

THURSDAY, JULY 27

OPENING SESSION
8:30-10:00

BREAK
10:00-10:30

DR. GURNEY CHAMBERS
10:30-12:00

LUNCH
12:00-1:30

MTN. HERITAGE CENTER
1:30-3:00

CLOSING SESSION
3:00-4:30

SQUARE DANCING AT MAGGIE
7:30

Dr. Chambers, Dean of the School of Education and Psychology, will lead the seminar participants in a discussion of the article "How We Can Win the War on Poverty" which appeared in the April 10, 1989 issue of Fortune. The author, John Huey, reports on several successful grass-roots projects; a timely topic for a follow-up of the session on making change happen.

Curtis Wood and Tyler Blethen will provide a guided tour of the Mountain Heritage Center and provide us with a brief summary of the history of the Center and the services available through the Center.

FRIDAY, JULY 28

OPENING SESSION
8:30-9:00

R.C. SMITH
9:00-10:30

BREAK
10:30-11:00

WORK SESSION
11:00-12:00

LUNCH
12:00-1:30

PLANNING SESSION
1:30-3:00

Mr. Smith is a Senior Research Associate with MDC, Inc., and an author, columnist, and teacher of journalism at the University of North Carolina in Chapel Hill. He co-authored the report, "America's Hope/America's Dream: Twelve Million Youth At Risk," which was funded by The Mott Foundation and researched by MDC, Inc.

The last session of the Institute will be reserved to formulate plans for the writing of the final document.

PROGRAM NOTES

TYLER BLETHEN

Tyler is the director of the Mountain Heritage Center and professor of history at Western Carolina. He serves on the steering committee of the Mountain Heritage Alliance of Western North Carolina Museums and Historic Sites, is chair of the Western North Carolina Tomorrow's Mountain Identity Task Force, and has served as the Jackson County chair for the NC Museum of History Associates.

Among the many papers authored and presented by Tyler have been "The Scotch-Irish Migration from Ulster to North Carolina," presented at the National Genealogical Society Annual Meeting; "The Pioneer Settlement of Southwestern North Carolina," presented at the North Carolina Genealogical Society; "Land and Family in the Tuckaseigee Valley, 1800-1860," at the Appalachian Studies Conference; and "The Pioneer Experience" a chapter in The History of Jackson County, Max R. Williams, ed., which Tyler coauthored.

BARRY BUXTON

Barry is the executive director of the Appalachian Consortium in Boone, North Carolina. His historical research for the National Park Service on such sites as the Moses Cone Estate, Brinegar Cabin, Mabry Mill, and Davey Farm have earned him a distinguished service award from the Blue Ridge Parkway.

A Lovill fellow at Appalachian State University, Barry received his Ph.D. in history and philosophy of education from the University of Nebraska. His chronicles include A Village Tapestry: The History of Blowing Rock; The Denim King: Moses H. Cone's Family, Mountain Estate, and Textile Empire; and The Blue Ridge Parkway: Agent of Transition.

GORDON CHAMBERLIN

Gordon, an Iowan by birth, completed his education at Cornell College (Iowa), Union Theological Seminary (New York) and Columbia University where he received his doctorate in education. He served as an educator in churches in New York, Nashville and Minneapolis before becoming a Professor of Education at Pittsburgh Theological Seminary and the School of Education at the University of Pittsburgh. He is the author of many periodical and journal articles, and eight books on religion and general education. Two of his books are Freedom and Faith (1965) and The Educating Act (1981). In addition to teaching and writing he was for fifteen years President of the Latin America Foundation.

Upon retirement in 1979, he and Mrs. Chamberlin moved to Greensboro, North Carolina, where they have become active in community affairs. For three years he was a part-time teacher at Greensboro College. In 1981 he headed a year-long Study of Justice in Greensboro. He organized (1984-85) the Human Services Institute and directed it until funds could be raised to employ a paid director. He then developed a special program on poverty for the Institute, which in January of 1987 was incorporated as a separate organization, the North

Carolina Poverty Project. This is a state-wide educational program, helping all sectors of the society understand the persistence of poverty, and engaging them in more realistic approaches for dealing with its causes and consequences.

The office of the North Carolina Poverty Project is at 515 College Road, Suite 20A, Greensboro, NC 27410.

GURNEY CHAMBERS

Gurney is the dean of the School of Education and Psychology at Western Carolina University. Author of many educational articles, he has served as consultant to educational institutions in Jamaica, Swaziland and Colombia, to the Southern Association of Colleges and Schools, the North Carolina Department of Public Instruction, and numerous other groups and institutions. He is a member of the North Carolina Professional Practices Commission and is a frequent speaker on topics related to education.

BECKY ELLER

Becky is completing her doctorate at The University of Kentucky where her major area of study is in Curriculum and Instruction. Her dissertation topic is "Teacher Resistance and Educational Change: Toward a Critical Theory of Literacy in Appalachia." Among the awards she has received are the Dissertation Year Fellowship at the University of Kentucky, the Sarah Geurin Scholarship for Outstanding Graduate Student and the Outstanding Young Women of America award. Her publications include, "Ways of Meaning: Exploring Cultural Differences in Students' Written Compositions," Linguistics and Education (in Press); "Johnny Can't Talk Either: The Perpetuation of the Deficit Theory in Classrooms," The Reading Teacher; and "The Lexical Development of Kindergartners: Learning from Written Context." Journal of Reading Behavior. She, her husband Ron, and their two sons live in Nicholasville, KY. Ron is the Director of the Appalachian Center at The University of Kentucky.

LINDA GINN

Linda is a graduate of Western Carolina University where she for the past year, has worked toward an EDS is Public School Administration. After the Institute she will be on her way to the University of Tennessee at Knoxville where she has been accepted into the Ph.D. program in the Department of Curriculum and Instruction. She is presently working on a project of personal interest, "Women in Public School Administration," and has been involved in a NC state conference on that subject. She will just have returned as the keynote speaker and seminar leader for two sessions from that conference where the topics of presentations were "A Quick Look at the Past, Present, and Future of Women in Public School Administration" and "Women in Public School Administration: Their Rights and Limitations Under the Law."

LESTER LAMINACK

Lester is an Assistant Professor in the Department of Elementary Education and Reading at Western Carolina University and is the director of the Literacy Is For Everyone (LIFE) Network. He is the National Basic Reading Consultant to LVA and has just completed a handbook for working with small groups of adults who wish to read better in order to help their children. The handbook Reading With Children accompanies LVA's video training by the same title and will be printed in September.

Lester is the author or co-author of numerous publications including "Using Language Experience to ALERT Pupil's Critical Thinking Skills," which appeared in the May, 1988 issue of The Reading Teacher. Lester has been asked to present at many conferences and conventions. One of the most recent was the Thirty-Third Annual Convention of the International Reading Association in Toronto in May of 1988, where his topic was "Young Children's Interactions with Environmental Print: Emerging Literacy."

JUDY MARTIN

Judy is from Berea, Kentucky and is the director of a grass-roots parent educational group, "The Appalachian Communities for Children," whose membership includes parents of over 1,000 low-income children in Jackson and Clay Counties in Kentucky. One of the group's accomplishments is the "Parents Are Partners" program, which has become a model program that trains low-income parents to work as paraprofessionals tutoring learning disabled children and involves them in" Arts in the Schools" teams providing art, music and dance opportunities for all the schools in Jackson County. It is the only parent group in the state of Kentucky which runs both an in-school and a summer school program for mountain kids. It is also the only parent group in Kentucky funded by the Department of Adult Education to run literacy and adult education programs for adults who have dropped out of schools.

Judy stated that "we've been unusually successful partly because we tailor our curriculum, our staff structure, training, etc., to meet our own needs rather than just adopting someone else's way of doing things."

GORDON MCKINNEY

Gordon, an admired and respected Professor and former head of the History Department at Western Carolina University, has recently accepted a position with the National Endowment for the Humanities in Washington, D.C. Before he left for Washington, he recorded a lecture on the History of Poverty in Appalachia for our Institute.

Among Gordon's many publications are Guide to the Zebulon Baird Vance Papers and the chapter entitled "Politics" included in The History of Jackson County, Max Williams, ed. I count myself fortunate to have taken a course taught by Gordon during his last semester at WCU. We wish him well!

JANE MINOR

Jane has a B.S. in nursing from Spalding University in Louisville, KY and a Master's degree in Special Education with a concentration in mental retardation and preschool handicapped from Memphis State University. She worked for five years as a program director for the UT Child Development Center's short-term residential training program for handicapped children. For the past 11 years she has been with the Developmental Evaluation Center; one year as the coordinator for an early intervention program and 10 years as the Clinical Program Supervisor for the Jackson, Macon, and Swain Program. A special interest is providing effective early intervention services to at-risk and handicapped children from rural, low-income families. She has done several presentations on that topic, including one to the World Congress on Infant Psychiatry in France in 1983.

JOE MORAN

Joe is the associate regional director of Church World Service programs in North and South Carolina. He has spent ten years in Central America where he worked for five years as a missionary in Honduras with community organizations and rural development responsibilities. Later, as a staff member of the Washington-based Academy for Educational Development, he worked for four years under contract to the U.S. Agency for International Development, and jointly with the U.N. as adviser/trainer with a national rural integrated development project in the western highlands of Guatemala.

He is a 1984 recipient of his organization's Distinguished Service Award. In 1987 he was one of three Americans named as Marshall Scholars. In awarding the scholarship, the commission of the European communities cited Moran's work in educational development in the Third world and his Global Education work in the United States. In 1988 he and the program staff of the Carolina's CWS office received the CWS National Executive Director's Exceptional Performance Award.

Joe's present responsibilities include designing and conducting Global Education training events for the private and public sector.

SANDRA OLDENDORF

Sandra is serving as Program Officer, Assistant Professor and Student Teacher Supervisor in the School of Education and Psychology at WCU. A graduate of the University of Kentucky, she interviewed persons at The Highlander Research and Education Center in Tennessee as she was working on her dissertation. A recent publication in Theory and Research in Social Education is a result of that experience and is entitled "Vocabularies, Knowledge and Social Action in Citizenship Education: The Highlander Example."

Topics of Sandra's presentations include "The South Carolina Sea Island Citizenship Schools, 1957-1961"; "Media Stereotypes and Middle School Students"; "Community Resources and Images of Women"; "Community-based Appalachian Studies for the Junior High"; and "Integrating School and Community Resources in Social Studies Education".

DAVID PETERS

David has lived in the far western mountains of North Carolina for over 15 years. As a psychologist with the Developmental Evaluation Center at Western Carolina University, he has had extensive clinical experiences with low-income families as well as researched poor families in the Appalachian Region. David has a Ph.D degree in child and family studies from the University of Tennessee where he has received the Faculty Award for Excellent Research in Child and Family Studies. He is a clinical member of the American Association for Marriage and Family Therapy. A recent publication is entitled "Evidence of Adaptive Socialization in Low-Income Appalachian Families: Implications for Mental Health Services," Appalachian Mental Health (1987).

ROBERT PITTMAN

Robbie is a professor in the School of Education and Psychology at Western Carolina University where a major area of research has been dropout prevention. Among his publications are "Influence of High School size on Dropout Rate," Educational Evaluation and Policy Analysis, 1987 and Importance of Personal, Social Facts as Potential Means for Reducing High school Dropout Rate," The High School Journal, 1986.

Robbie is currently serving as an evaluator of the Haywood County School System's Adolescent Pregnancy and Prematurity Prevention Project. The awards presented to Robbie include the Chancellor's Distinguished Teaching Award, the Taft B. Botner Superior Teaching Award, and the School of Education and Psychology Good Citizen Award. He recently presented the paper "Effect of enrollment in Vocational/Technical Courses on the Reduction of the High School Dropout Rate" at the 1989 meeting of the North Carolina Association for Research in Education.

FRANCES L. RAMSEY

Frances is the chairperson of the History Department at Madison High where she teaches World History and 20th Century U.S. History. She serves as the Madison High Teacher Recruiter and sponsors the National Honor Society and the Student Council. Of special interest to Frances are: photography; reading; and recording oral and pictorial histories of the mountains. Since oral history is also an interest of Ernestine's I expect that we will find some interesting ways in which to report our findings. The fact that Sometimes a Shining Moment and Foxfire Revisited are included in our Bibliography seems fitting.

MELISSA D. ROBERTS

Melissa was born and raised in a small town in the mountains of Western North Carolina. She received her B.S. and Masters Degree in Early Childhood Education from Western Carolina University. For the past 15 years she has taught in the Polk County School System in grades K-4. She involves her students in integrated learning activities, dramatic expression, hands-on nature experiences, writing projects, and self-esteem building exercies. Melissa's interests are gardening, antique collecting and refinishing, camping, needlework, mountain oral traditions and crafts, music, flowers, and traveling. Her husband teaches Special Education in the high school. They have a six year old son.

JAY SMINK

Jay Smink, is the executive director of the National Dropout Prevention Center located at Clemson University. He holds the Doctorate in Education (D.Ed.) in Educational Administration and a Master's degree from The Pennsylvania State University.

Jay's experiences range from the local school level to the university level. His 28 year career includes a strong background in public education programs at the state and local levels and a unique series of experiences in private business. He has conducted many national and regional workshops for administrators and teachers on a wide range of key educational issues. He has written many articles for journals and newsletters and numerous professional monographs and papers on a wide range of topics concerned with research, development and improvement of basic skills and vocational education programs. Jay is a recognized national leader and authority on dropout prevention, vocational education research and development, marketing, dissemination and utilization, and program and project management.

R.C. SMITH

R.C. is a Senior Research Associate with MDC, Inc. He has had 18 years' experience as a reporter, columnist, and editor of newspapers in North Carolina and Virginia. He is the author of numerous nonfiction magazine articles and one nonfiction book, They Closed Their Schools. R.C.'s most recent reports follow up on earlier interest in handicapped youth, evaluation, and education. JTPA and People with Disabilities: A Study in Do-It-Yourself looks at changes in opportunities for handicapped people under the nation's job act. Summer Youth JTP Work Study: The Jacksonville Experience -- 1986 is an evaluation of a summer work and remediation program. Lifelong Learning: A Study of Retention in the North Carolina Community College System, written with Carol Lincoln, examines problems experienced by adults continuing their education while working and maintaining families. The report "America's Shame, America's Hope: Twelve Million Youth At Risk", coauthored by R.C., will be used extensively by the participants of the Institute.

ERNESTINE UPCHURCH

Ernestine is the Coordinator of Student Services for Haywood County Schools. She is a 6th generation resident of Maggie Valley and a graduate of Berea College and has had graduate study in the School of Social Work, University of Tennessee, Knoxville. She was hired as the first school social worker for Haywood County Schools in 1975 where she has had extensive community involvement in the areas of working on a public water system for Maggie Valley, fund-raiser NC Museum of Handicrafts in Waynesville, past president Friends of Haywood County Public Library, supporter of library, church, and school building projects, an Extension homemaker, Hospice volunteer, and activist in supporting preservation of existing structures in the Great Mountains' National Park.

As a school social worker, she has written grants to acquire funding for additional student services. She serves on the financial development council which interacts with Haywood County School Foundation and has served on the Haywood County Department of Social Services Board for six Years. She is organizer of the child protection team, an interdisciplinary group, to prevent child abuse and neglect. In 1988, she chaired the "State of the Child in Haywood

County" and was named the N.C. School Social Worker of the Year. Most recently, Ernestine completed the N.C. Rural Center's "Institute for Rural Economic Development Leadership", the charter class at Chapel Hill on June 24, 1989.

Her interests include the collecting, writing, and preserving of local history, quilting and story telling. She is a child advocate and supportive of affective education.

CURTIS WOOD

Curtis is a professor in the Department of History and is the Senior Research Associate at the Mountain Heritage Center at Western Carolina University. He has been responsible for the Center's exhibition on Scotch-Irish Migration, for the preparation of curricular materials for public schools dealing with Scotch-Irish Migration, and is co-organizer of teacher exchange programs between Northern Ireland and Western North Carolina. Tyler's publications include From Ulster to Carolina: The Migration of the Scotch-Irish to Southwestern North Carolina, coauthored with Tyler Blethen; "A Trader on the Western Carolina Frontier, 1783-1840" in The Appalachian Frontier, edited by Robert Mitchell; and "The Pioneer Period", a chapter in The History of Jackson County, edited by Max Williams.

THE KENAN/SREB FAMILY LITERACY PROJECT: MADISON COUNTY, NORTH CAROLINA

The Kenan Family Literacy Project at Walnut School in Madison County is one of four sites in North Carolina selected as a pilot program this past year. The program is administered through a collaborative effort of Madison County Schools and Asheville Buncombe Technical College. Dr. William Sears, newly appointed superintendent of Madison County Schools, has provided the leadership for this unique program.

The Kenan/SREB Family Literacy Project is funded by the William R. Kenan, Jr. Charitable Trust located in Chapel Hill, North Carolina. The project is administered by the Southern Regional Education Board in Atlanta, Georgia and directed by Sharon Darling in Louisville, Kentucky.

The Kenan Family Literacy Project at Walnut School, adapted from Kentucky's highly successful Parent and Child Program, brings under- educated parents together with their three and four-year old children to a school where learning takes place for both parents and children. The children receive an excellent preschool program, using the very successful High Scope Cognitive Oriented Preschool Curriculum. At the same time, their mothers sharpen skills in reading, math and language that enable them to earn a high school equivalency certificate. Vocational preparation through career counseling, student assessment, and employability skills instruction are also included in the Kenan Model to ensure that a pathway exists from education to work or further training for the parents.

The program also has a designated time for parents and children to work and play together within the school day. Parents help their children learn in the preschool classroom and they discover how to make learning fun at home. Parents receive help in parenting skills

through an adaptation of the Family Oriented Structure Preschool Activity Curriculum.

This year the Kenan Family Literacy Project ended with seven mother and seven children who enrolled on September 12, 1988, and one additional mother and child who enrolled on October 3, 1988. Of the eight mothers, five have taken their GED test, four of whom have passed. The mothers who have not taken the GED test will be returning to the program in the fall.

The staff of the Kenan Family Literacy Project have distinct roles in the program but function as a team and have weekly team meetings. Mrs. Mildred Shelton, early childhood teacher, teaches the preschool program and the parent program; Mrs. Allegra Aylward, adult education teacher, conducts adult basic education and employment education; and Mrs. Pat Edwards, teacher assistant, assists the early childhood teacher and supervises the children's nap time. Mrs. Mildred Shelton and Mrs. Pat Edwards will present the literacy project program to the Poverty Institute at 10:30 a.m. on July 20. They will be assisted by two of the students, Mrs. Regina Lynn and Mrs. Jeannie McGaha. Willa Wyatt, Coordinator of the Dropout Prevention/Students At-Risk Programs at Madison County will introduce and moderate the program.

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